

point of the orbit that a very material change of elements may have been then occasioned, perhaps sufficiently great to account for the difference of the elements from those of the first comet of 1743, which Clausen conjectured to be identical with Blanpain's.

PROF. HUXLEY ON UNIVERSITY
EDUCATION¹

THE actual work of the University founded in this city by the well-considered munificence of Johns Hopkins commences to-morrow, and among the many marks of confidence and good-will which have been bestowed upon me in the United States, there is none which I value more highly than that conferred by the authorities of the University when they invited me to deliver an address on such an occasion.

For the event which has brought us together is, in many respects, unique. A vast property is handed over to an administrative body, hampered by no conditions save these:—That the principal shall not be employed in building; that the funds shall be appropriated in equal proportions to the promotion of natural knowledge, and to the alleviation of the bodily sufferings of mankind; and, finally, that neither political nor ecclesiastical sectarianism shall be permitted to disturb the impartial distribution of the testator's benefactions.

In my experience of life a truth which sounds very much like a paradox has often asserted itself, viz., that a man's worst difficulties begin when he is able to do as he likes. So long as a man is struggling with obstacles he has an excuse for failure or shortcoming; but when fortune removes them all and gives him the power of doing as he thinks best, then comes the time of trial. There is but one right, and the possibilities of wrong are infinite. I doubt not that the trustees of the Johns Hopkins University felt the full force of this truth when they entered on the administration of their trust a year and a half ago; and I can but admire the activity and resolution which have enabled them, aided by the able president whom they have selected, to lay down the great outlines of their plan, and carry it thus far into execution. It is impossible to study that plan without perceiving that great care, forethought, and sagacity, have been bestowed upon it, and that it demands the most respectful consideration. I have been endeavouring to ascertain how far the principles which underlie it are in accordance with those which have been established in my own mind by much and long-continued thought upon educational questions. Permit me to place before you the result of my reflections.

Under one aspect, a university is a particular kind of educational institution, and the views which we may take of the proper nature of a university are corollaries from those which we hold respecting education in general. I think it must be admitted that the school should prepare for the university, and that the university should crown the edifice, the foundations of which are laid in the school. University education should not be something distinct from elementary education, but should be the natural outgrowth and development of the latter. Now I have a very clear conviction as to what elementary education ought to be; what it really may be when properly organised, and what I think it will be before many years have passed over our heads in England and in America. Such education should enable an average boy of fifteen or sixteen to read and write his own language with ease and accuracy, and with a sense of literary excellence derived from the study of our classic writers; to have a general acquaintance with the history of his own country and with the great laws of social existence; to have acquired the rudiments of

the physical and psychological sciences, and a fair knowledge of elementary arithmetic and geometry. He should have obtained an acquaintance with logic rather by example than by precept, while the acquirement of the elements of music and drawing should have been pleasure rather than work.

It may sound strange to many ears if I venture to maintain the proposition that a young person, educated thus far, has had a liberal, though perhaps not a full education. But it seems to me that such training as that to which I have referred may be termed liberal in both the senses in which that word is employed with perfect accuracy. In the first place, it is liberal in breadth. It extends over the whole ground of things to be known and of faculties to be trained, and it gives equal importance to the two great sides of human activity—art and science. In the second place, it is liberal in the sense of being an education fitted for free men; for men to whom every career is open, and from whom their country may demand that they should be fitted to perform the duties of any career. I cannot too strongly impress upon you the fact that with such a primary education as this, and with no more than is to be obtained by building strictly upon its lines, a man of ability may become a great writer or speaker, a statesman, a lawyer, a man of science, painter, sculptor, architect, or musician. That even development of all a man's faculties, which is what properly constitutes culture, may be effected by such an education, while it opens the way for the indefinite strengthening of any special capabilities with which he may be gifted.

In a country like this, where most men have to carve out their own fortunes and devote themselves early to the practical affairs of life, comparatively few can hope to pursue their studies up to or beyond the age of manhood. But it is of vital importance to the welfare of the community that those who are relieved from the need of making a livelihood, and still more, those who are stirred by the divine impulses of intellectual thirst or artistic genius, should be enabled to devote themselves to the higher service of their kind as centres of intelligence, interpreters of nature, or creators of new forms of beauty. And it is the function of a university to furnish such men with the means of becoming that which it is their privilege and duty to be. To this end the university need cover no ground foreign to that occupied by the elementary school. Indeed, it cannot; for the elementary instruction which I have referred to embraces all the kinds of real knowledge and mental activity possible to man. The university can add no new departments of knowledge, can offer no new fields of mental activity; but what it can do is to intensify and specialise the instruction in each department. Thus literature and philology, represented in the elementary school by English alone, in the university will extend over the ancient and modern languages. History, which like charity best begins at home, but, like charity, should not end there, will ramify into archæology, political history and geography, with the history of the growth of the human mind and its products in the shape of philosophy, science, and art. And the university will present to the student libraries, museums of antiquities, collections of coins, and the like which will efficiently subserve these studies. Instruction in the elements of social economy, a most essential, but hitherto sadly-neglected part of elementary education, will develop in the university into political economy, sociology, and law. Physical science will have its great divisions of physical geography, with geology and astronomy; physics, chemistry and biology, represented not merely by professors and their lectures, but by laboratories, in which the students, under guidance of demonstrators, will work out facts for themselves and come into that direct contact with reality which constitutes the fundamental distinction of scientific education. Mathematics will soar into its

¹ Address (revised by the Author) delivered at the formal opening of the Johns Hopkins University at Baltimore, U.S., September 12. The total amount bequeathed by Johns Hopkins is more than 7,000,000 dollars. The sum of 3,500,000 dollars is appropriated to a university, a like sum to a hospital, and the rest to local institutions of education and charity.

highest regions; while the high peaks of philosophy may be scaled by those whose aptitude for abstract thought has been awakened by elementary logic. Finally, schools of pictorial and plastic art, of architecture, and of music should offer a thorough discipline in the principles and practice of art to those in whom lies nascent the rare faculty of æsthetic representation, or the still rarer powers of creative genius.

The primary school and the university are the alpha and omega of education. Whether institutions intermediate between these (so-called secondary schools) should exist, appears to me to be a question of practical convenience. If such schools exist, the important thing is that they should be true intermediaries between the primary school and the university, keeping on the wide track of general culture, and not sacrificing one branch of knowledge for another.

Such appear to me to be the broad outlines of the relations which the university, regarded as a place of education, ought to bear to the school, but a number of points of detail require some consideration, however briefly and imperfectly I can deal with them. In the first place there is the important question of the limitations which should be fixed to the entrance into the university; what qualifications should be required of those who propose to take advantage of the higher training offered by the university. On the one hand, it is obviously desirable that the time and opportunities of the university should not be wasted in conferring such elementary instruction as can be obtained elsewhere; while, on the other hand, it is no less desirable that the higher instruction of the university should be made accessible to everyone who can take advantage of it, although he may not have been able to go through any very extended course of education. My own feeling is distinctly against any absolute and defined preliminary examination, the passing of which shall be an essential condition of admission to the university. I would admit any one to the university who could be reasonably expected to profit by the instruction offered to him, and I should be inclined, on the whole, to test the fitness of the student, not by examination before he enters the university, but at the end of his first term of study. If, on examination in the branches of knowledge to which he has devoted himself, he show himself deficient in industry or in capacity, it will be best for the university and best for himself, to prevent him from pursuing a vocation for which he is obviously not fit. And I hardly know of any other method than this by which his fitness or unfitness can be safely ascertained, though no doubt a good deal may be done, not by formal cut and dried examination, but by judicious questioning at the outset of his career.

Another very important and difficult practical question is whether a definite course of study shall be laid down for those who enter the university; whether a curriculum shall be prescribed; or whether the student shall be allowed to range at will among the subjects which are open to him. And this question is inseparably connected with another, namely, the conferring of degrees. It is obviously impossible that any student should pass through the whole of the series of courses of instruction offered by a university. If a degree is to be conferred as a mark of proficiency in knowledge, it must be given on the ground that the candidate is proficient in a certain fraction of those studies; and then will arise the necessity of insuring an equivalency of degrees, so that the course by which a degree is obtained shall mark approximately an equal amount of labour and of acquirements, in all cases. But this equivalency can hardly be secured in any other way than by prescribing a series of definite lines of study. This is a matter which will require grave consideration. The important points to bear in mind, I think, are that there should not be too many subjects in the curriculum,

and that the aim should be the attainment of thorough and sound knowledge of each.

One half of the Johns Hopkins bequest is devoted to the establishment of a hospital, and it was the desire of the testator that the university and the hospital should co-operate in the promotion of medical education. The trustees will unquestionably take the best advice that is to be had as to the construction and administration of the hospital. In respect to the former point, they will doubtless remember that a hospital may be so arranged as to kill more than it cures; and, in regard to the latter, that a hospital may spread the spirit of pauperism among the well to do, as well as relieve the sufferings of the destitute. It is not for me to speak on these topics—rather let me confine myself to the one matter on which my experience as a student of medicine, and an examiner of long standing, who has taken a great interest in the subject of medical education, may entitle me to a hearing. I mean the nature of medical education itself, and the co-operation of the university in its promotion.

What is the object of medical education? It is to enable the practitioner, on the one hand, to prevent disease by his knowledge of hygiene; on the other hand, to divine its nature, and to alleviate or cure it, by his knowledge of pathology, therapeutics, and practical medicine. That is his business in life, and if he has not a thorough and practical knowledge of the conditions of health, of the causes which tend to the establishment of disease, of the meaning of symptoms, and of the uses of medicines and operative appliances, he is incompetent, even if he were the best anatomist, or physiologist, or chemist that ever took a gold medal or won a prize certificate. This is one great truth respecting medical education. Another is, that all practice in medicine is based upon theory of some sort or other; and therefore, that it is desirable to have such theory in the closest possible accordance with fact. The veriest empiric who gives a drug in one case because he has seen it do good in another of apparently the same sort, acts upon the theory that similarity of superficial symptoms means similarity of lesions; which, by the way, is perhaps as wild an hypothesis as could be invented. To understand the nature of disease we must understand health, and the understanding of the healthy body means the having a knowledge of its structure and of the way in which its manifold actions are performed, which is what is technically termed human anatomy and human physiology. The physiologist again must needs possess an acquaintance with physics and chemistry, inasmuch as physiology is, to a great extent, applied physics and chemistry. For ordinary purposes a limited amount of such knowledge is all that is needful; but for the pursuit of the higher branches of physiology no knowledge of these branches of science can be too extensive, or too profound. What we call therapeutics again, which has to do with the action of drugs and medicines on the living organism is, strictly speaking, a branch of experimental physiology, and is daily receiving a greater and greater experimental development.

The third great fact which is to be taken into consideration in dealing with medical education, is that the practical necessities of life do not, as a rule, allow aspirants to medical practice to give more than three, or it may be four years to their studies. Let us put it at four years, and then reflect that in the course of this time a young man fresh from school has to acquaint himself with medicine, surgery, obstetrics, therapeutics, pathology, hygiene, as well as with the anatomy and the physiology of the human body; and that his knowledge should be of such a character that it can be relied upon in any emergency, and always ready for practical application. Consider, in addition, that the medical practitioner may be called upon, at any moment, to give evidence in a court of

justice in a criminal case, and that it is therefore well that he should know something of the laws of evidence, and of what we call medical jurisprudence. On a medical certificate a man may be taken from his home and from his business and confined in a lunatic asylum; surely, therefore, it is desirable that the medical practitioner should have some rational and clear conceptions as to the nature and symptoms of mental disease. Bearing in mind all these requirements of medical education, you will admit that the burden on the young aspirant for the medical profession is somewhat of the heaviest, and that it needs some care to prevent his intellectual back from being broken.

Those who are acquainted with the existing systems of medical education will observe that, long as is the catalogue of studies which I have enumerated, I have omitted to mention several that enter into the usual medical curriculum of the present day. I have said not a word about zoology, comparative anatomy, botany, or *materia medica*. Assuredly this is from no light estimate of the value or importance of such studies in themselves. It may be taken for granted that I should be the last person in the world to object to the teaching of zoology or comparative anatomy in themselves; but I have the strongest feeling that, considering the number and the gravity of those studies through which a medical man must pass, if he is to be competent to discharge the serious duties which devolve upon him, subjects which lie so remote as these do from his practical pursuits should be rigorously excluded. The young man, who has enough to do in order to acquire such familiarity with the structure of the human body as to enable him to perform the operations of surgery, ought not, in my judgment, to be occupied with investigations into the anatomy of crabs and starfishes. Undoubtedly the doctor should know the common poisonous plants of his own country when he sees them, but that knowledge may be obtained by a few hours devoted to the examination of specimens of such plants, and the desirableness of such knowledge is no justification, to my mind, for spending three months over the study of systematic botany. Again, *materia medica*, so far as it is a knowledge of drugs, is the business of the druggist. In all other callings the necessity of the division of labour is fully recognised, and it is absurd to require of the medical man that he should not avail himself of the special knowledge of those whose business it is to deal in the drugs which he uses. It is all very well that the physician should know that castor oil comes from a plant, and castoreum from an animal, and how they are to be prepared, but for all practical purposes of his profession that knowledge is not of one whit more value, has no more relevancy, than the knowledge of how the steel of his scalpel is made.

All knowledge is good. It is impossible to say that any fragment of knowledge, however insignificant or remote from one's ordinary pursuits, may not some day be turned to account. But in medical education, above all things, it is to be recollected that in order to know a little well one must be content to be ignorant of a great deal.

Let it not be supposed that I am proposing to narrow medical education, or, as the cry is, to lower the standard of the profession. Depend upon it there is only one way of really ennobling any calling, and that is to make those who pursue it real masters of their craft, men who can truly do that which they profess to be able to do, and which they are credited with being able to do by the public; and there is no position so ignoble as that of the so-called "liberally-educated practitioner," who, as Talleyrand said of his physician, "Knows everything, even a little physic;" who may be able to read Galen in the original, who knows all the plants, from the cedar of Lebanon to the hyssop upon the wall, but who finds himself, with the issues of life and death in his hands, ignorant, blundering, and bewildered, because of his

ignorance of the essential and fundamental truths upon which practice must be based. Moreover, I venture to say, that any man who has seriously studied all the essential branches of medical knowledge; who has the needful acquaintance with the elements of physical science, who has been brought by medical jurisprudence into contact with law; whose study of insanity has taken him into the fields of psychology; has *ipso facto* received a liberal education.

Having lightened the medical curriculum by culling out of it everything which is unessential, we may next consider whether something may not be done to aid the medical student toward the acquirement of real knowledge by modifying the system of examination. In England, within my recollection, it was the practice to require of the medical student attendance on lectures upon the most diverse topics during three years; so that it often happened that he would have to listen to four or five lectures in the day upon totally different subjects in addition to the hours given to dissection and to hospital practice: and he was required to keep all the knowledge he could pick up in this distracting fashion at examination point, until at the end of three years he was set down to a table and questioned pell-mell upon all the different matters with which he had been striving to make acquaintance. A worse system and one more calculated to obstruct the acquisition of sound knowledge and to give full play to the "crammer" and the "grinder" could hardly have been devised by human ingenuity. Of late years great reforms have taken place. Examinations have been divided so as to diminish the number of subjects among which the attention has to be divided. Practical examination has been largely introduced, but there still remains, even under the present system, too much of the old evil inseparable from the contemporaneous pursuit of a multiplicity of diverse studies.

Proposals have recently been made to get rid of general examinations altogether, to allow the student to be examined in each subject at the end of his attendance on the class; and then, in case of the result being satisfactory, to allow him to have done with it; and I may say that this method has been pursued for many years in the Royal School of Mines in London, and has been found to work very well. It allows the student to concentrate his mind upon what he is about for the time being, and then to dismiss it. Those who are occupied in intellectual work, will, I think, agree with me that it is important not so much to know a thing as to have known it, and known it thoroughly. If you have once known a thing in this way it is easy to renew your knowledge when you have forgotten it; and when you begin to take the subject up again, it slides back upon the familiar grooves with great facility.

Lastly comes the question as to how the university may co-operate in advancing medical education. A medical school is strictly a technical school—a school in which a practical profession is taught—while a university ought to be a place in which knowledge is obtained without direct reference to professional purposes. It is clear, therefore, that a university and its antecedent, the school, may best co-operate with the medical school by making due provision for the study of those branches of knowledge which lie at the foundation of medicine.

At present, young men come to the medical schools without a conception of even the elements of physical science; they learn, for the first time, that there are such sciences as physics, chemistry, and physiology, and are introduced to anatomy as a new thing. It may be safely said that with a large proportion of medical students much of the first session is wasted in learning how to learn—in familiarising themselves with utterly strange conceptions, and in awakening their dormant and wholly untrained powers of observation and of manipulation. It is difficult to over-estimate the magnitude of the obstacles

which are thrown in the way of scientific training by the existing system of school education. Not only are men trained in mere book-work, ignorant of what observation means, but the habit of learning from books alone begets a disgust of observation. The book-learned student will rather trust to what he sees in a book than to the witness of his own eyes.

There is not the slightest reason why this should be so, and, in fact, when elementary education becomes that which I have assumed it ought to be, this state of things will no longer exist. There is not the slightest difficulty in giving sound elementary instruction in physics, in chemistry, and in the elements of human physiology in ordinary schools. In other words, there is no reason why the student should not come to the medical school provided with as much knowledge of these several sciences as he ordinarily picks up in the course of his first year of attendance at the medical school.

I am not saying this without full practical justification for the statement. For the last eighteen years we have had in England a system of elementary science teaching carried out under the auspices of the Science and Art Department, by which elementary scientific instruction is made readily accessible to the scholars of all the elementary schools in the country. Commencing with small beginnings, carefully developed and improved, that system now brings up for examination as many as seven thousand scholars in the subject of human physiology alone; and I can say that out of that number a large proportion have acquired a fair amount of substantial knowledge, and that no inconsiderable percentage show as good an acquaintance with human physiology as used to be exhibited by the average candidates for medical degrees in the University of London when I was first an examiner there twenty years ago, and quite as much knowledge as is possessed by the ordinary student of medicine at the present day. I am justified, therefore, in looking forward to the time when the student who proposes to devote himself to medicine will come, not absolutely raw and inexperienced as he is at present, but in a certain state of preparation for further study; and I look to the university to help him still further forward in that stage of preparation, through the organisation of its biological department. Here the student will find means of acquainting himself with the phenomena of life in their broadest acceptation. He will study not botany and zoology, which, as I have said, would take him too far away from his ultimate goal; but, by duly arranged instruction, combined with work in the laboratory upon the leading types of animal and vegetable life, he will lay a broad and at the same time solid foundation of biological knowledge; he will come to his medical studies with a comprehension of the great truths of morphology and of physiology, with his hands trained to dissect and his eyes taught to see. I have no hesitation in saying that such preparation is worth a full year added on to the medical curriculum. In other words, it will set free that much time for attention to those studies which bear directly upon the student's most grave and serious duties as a medical practitioner.

Up to this point I have considered only the teaching aspect of your great foundation, that function of the university in virtue of which it plays the part of a reservoir of ascertained truth, so far as our symbols can ever interpret nature. All can learn; all can drink of this lake. It is given to few to add to the store of knowledge, to strike new springs of thought, or to shape new forms of beauty. But so sure as it is that men live not by bread, but by ideas, so sure is it that the future of the world lies in the hands of those who are able to carry the interpretation of nature a step further than their predecessors, so certain is it that the highest function of a university is to seek out those men, cherish them, and give their ability to serve their kind full play.

I rejoice to observe that the encouragement of research occupies so prominent a place in your official documents, and in the wise and liberal inaugural address of your president. This subject of the encouragement, or, as it is sometimes called, the endowment of research, has of late years greatly exercised the minds of men in England. It was one of the main topics of discussion by the members of the Royal Commission of whom I was one, and who not long since issued their report, after five years' labour. Many seem to think that this question is mainly one of money; that you can go into the market and buy research, and that supply will follow demand, as in the ordinary course of commerce. This view does not commend itself to my mind. I know of no more difficult practical problem than the discovery of a method of encouraging and supporting the original investigator without opening the door to nepotism and jobbery. My own conviction is admirably summed up in the passage of your president's address, "that the best investigators are usually those who have also the responsibilities of instruction, gaining thus the incitement of colleagues, the encouragement of pupils, and the observation of the public."

At the commencement of this address I ventured to assume that I might, if I thought fit, criticise the arrangements which have been made by the board of trustees, but I confess that I have little to do but to applaud them. Most wise and sagacious seems to me the determination not to build for the present. It has been my fate to see great educational funds fossilise into mere bricks and mortar, in the petrifying springs of architecture, with nothing left to work the institution they were intended to support. A great warrior is said to have made a desert and called it peace. Administrators of educational funds have sometimes made a palace and called it a university. If I may venture to give advice in a matter which lies out of my proper competency, I would say that whenever you do build, get an honest bricklayer, and make him build you just such rooms as you really want, leaving ample space for expansion. And a century hence, when the Baltimore and Ohio shares are at one thousand premium, and you have endowed all the professors you need, and built all the laboratories that are wanted, and have the best museum and the finest library that can be imagined; then if you have a few hundred thousand dollars you don't know what to do with, send for an architect and tell him to put up a façade. If American is similar to English experience, any other course will probably lead you into having some stately structure, good for your architect's fame, but not in the least what you want.

It appears to me that what I have ventured to lay down as the principles which should govern the relations of a university to education in general, is entirely in accordance with the measures you have adopted. You have set no restrictions upon access to the instruction you propose to give; you have provided that such instruction, either as given by the university or by associated institutions, should cover the field of human intellectual activity. You have recognised the importance of encouraging research. You propose to provide means by which young men, who may be full of zeal for a literary or for a scientific career, but who also may have mistaken aspiration for inspiration, may bring their capacities to a test and give their powers a fair trial. If such an one fail, his endowment terminates and there is no harm done. If he succeed, you may give power of flight to the genius of a Davy or a Faraday, a Carlyle or a Locke, whose influence on the future of his fellow men shall be absolutely incalculable.

You have enunciated the principle that the "Glory of the university should rest upon the character of the teachers and scholars, and not upon their numbers or buildings constructed for their use." And I look upon it as an essential and most important feature of your plan

that the income of the professors and teachers shall be independent of the number of students whom they can attract. In this way you provide against the danger, patent elsewhere, of finding attempts at improvement obstructed by vested interests; and in the department of medical education especially, you are free of the temptation to set loose upon the world men utterly incompetent to perform the serious and responsible duties of their profession.

It is a delicate matter for a stranger to the practical working of your institutions, like myself, to pretend to give an opinion as to the organisation of your governing power. I can conceive nothing better than that it should remain as it is, if you can secure a succession of wise, liberal, honest, and conscientious men to fill the vacancies that occur among you. I do not greatly believe in the efficacy of any kind of machinery for securing such a result, but I would venture to suggest that the exclusive adoption of the method of co-optation for filling the vacancies which must occur in your body appears to me to be somewhat like a tempting of Providence. Doubtless there are grave practical objections to the appointment of persons outside of your body and not directly interested in the welfare of the university; but might it not be well if there were an understanding that your academic staff should be officially represented on the board, perhaps even the heads of one or two independent learned bodies, so that academic opinion and the views of the outside world might have a certain influence in that most important matter, the appointment of your professors? I throw out these suggestions, as I have said, in ignorance of the practical difficulties that may be in the way of carrying them into effect, on the general ground that personal and local influences are very subtle, and often unconscious, while the future greatness and efficiency of the noble institution which now commences its work must largely depend upon its freedom from them.

I constantly hear Americans speak of the charm which our old mother country has for them, of the delight with which they wander through the streets of ancient towns, or climb the battlements of mediæval strongholds, the names of which are indissolubly associated with the great epochs of that noble literature which is our common inheritance; or with the blood-stained steps of that secular progress, by which the descendants of the savage Britons and of the wild pirates of the North Sea have become converted into warriors of order and champions of peaceful freedom, exhausting what still remains of the old Berserk spirit in subduing nature, and turning the wilderness into a garden. But anticipation has no less charm than retrospect, and to an Englishman landing upon your shores for the first time, travelling for hundreds of miles through strings of great and well-ordered cities, seeing your enormous actual, and almost infinite potential, wealth in all commodities, and in the energy and ability which turn wealth to account, there is something sublime in the vista of the future. Do not suppose that I am pandering to what is commonly understood by national pride. I cannot say that I am in the slightest degree impressed by your bigness, or your material resources, as such. Size is not grandeur, and territory does not make a nation. The great issue, about which hangs a true sublimity, and the terror of overhanging fate, is what are you going to do with all these things? What is to be the end to which these are to be the means? You are making a novel experiment in politics on the greatest scale which the world has yet seen. Forty millions at your first centenary, it is reasonably to be expected that, at the second, these states will be occupied by two hundred millions of English-speaking people, spread over an area as large as that of Europe, and with climates and interests as diverse as those of Spain and Scandinavia, England and Russia. You and your descendants have to ascertain whether this great mass will hold together under the forms of a re-

public, and the despotic reality of universal suffrage; whether state rights will hold out against centralisation without separation; whether centralisation will get the better without actual or disguised monarchy; whether shifting corruption is better than a permanent bureaucracy; and as population thickens in your great cities, and the pressure of want is felt, the gaunt spectre of pauperism will stalk among you, and communism and socialism will claim to be heard. Truly America has a great future before her; great in toil, in care, and in responsibility; great in true glory if she be guided in wisdom and righteousness; great in shame if she fail. I cannot understand why other nations should envy you, or be blind to the fact that it is for the highest interest of mankind that you should succeed; but the one condition of success, your sole safeguard, is the moral worth and intellectual clearness of the individual citizen. Education cannot give these, but it can cherish them and bring them to the front in whatever station of society they are to be found; and the universities ought to be and may be the fortresses of the higher life of the nation.

May the university which commences its practical activity to-morrow abundantly fulfil its high purpose; may its renown as a seat of true learning, a centre of free inquiry, a focus of intellectual light, increase year by year, until men wander hither from all parts of the earth, as of old they sought Bologna, or Paris, or Oxford.

And it is pleasant to me to fancy that among the English students who are drawn to you at that time there may linger a dim tradition that a countryman of theirs was permitted to address you as he has done to-day, and to feel as if your hopes were his hopes and your success his joy.

REV. MARK PATTISON ON UNIVERSITY REFORM

ONE of the most valuable addresses at the Social Science Congress at Liverpool was that by the Rev. Mark Pattison, last Friday, on the subject of Education. He confined his remarks mainly to Lord Sandon's Bill and the Oxford and Cambridge Bills. In passing, however, he spoke in the strongest terms of the miserable state of the middle-class schools, "the wretched destitution of all intellectual nourishment in which the middle classes of England grow up." With regard to the Education Bill, Mr. Pattison showed that elementary education was in anything but a satisfactory condition, that as yet we have only the beginning of a school system. He then spoke at considerable length on the Oxford and Cambridge Bills, which our readers will remember were withdrawn last session on the distinct understanding that they should be introduced next session. Mr. Pattison referred to the scheme for endowing the University at the expense of the Colleges, and to Lord Salisbury's declaration that one purpose of the measure was "to promote science and learning." Mr. Pattison went on to say:—"When the Oxford Bill got down into the Commons the member of the Cabinet who had the charge of it there hastened to disavow any such intentions on the part of his Government. Lord Salisbury's declaration had been made in the House of Lords, and in the Upper House it did not seem altogether absurd to speak of science and learning in connection with a University. But such flimsy and unpractical notions are not for the atmosphere of the Lower House. Members of the Government in the Lower House vied with each other in eagerly repudiating any intention of making the University a seat of learning and science. This had been an unauthorised escapade of their impulsive colleague in the Lords. This disavowal was well received in the House. Antagonism was half disarmed. The member of the learned University of Oxford received the congratulations of the member of the learned University of Lon-